

ANDREW JACKSON MIDDLE

6865 Kershaw Camden Hwy.
Kershaw, SC 29067

GRADES 6-8 Middle School

ENROLLMENT 462 Students

PRINCIPAL Theodore F. Dutton 803-475-6021

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	26	5	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

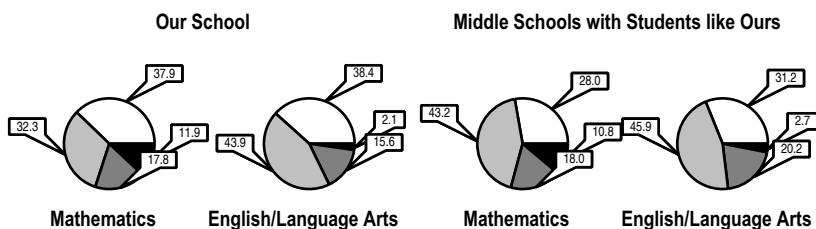
FOR MORE INFORMATION, VISIT WEBSITES AT:




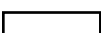
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	20	130	73
Percent satisfied with learning environment	100.0%	66.1%	79.5%
Percent satisfied with social and physical environment	100.0%	67.4%	78.6%
Percent satisfied with home-school relations	90.0%	82.9%	79.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	447	99.1	38.4	43.9	15.6	2.1	17.7	17.6
Gender								
Male	236	98.3	45.5	43.2	10.9	0.5	11.4	17.6
Female	211	100.0	30.3	44.8	20.9	4.0	24.9	17.6
Racial/Ethnic Group								
White	312	99.4	30.9	47.7	18.8	2.7	21.5	17.6
African-American	130	98.5	58.0	34.5	6.7	0.8	7.6	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	382	99.5	33.4	46.3	17.8	2.5	20.3	17.6
Disabled	65	96.9	69.5	28.8	1.7	N/A	1.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	447	99.1	38.1	44.0	15.7	2.1	17.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	446	99.1	37.9	44.2	15.8	2.1	17.9	17.6
Socio-Economic Status								
Subsidized meals	220	98.2	53.1	38.5	7.8	0.5	8.3	17.6
Full-pay meals	226	100.0	25.4	48.7	22.4	3.5	25.9	17.6

Mathematics								
All students	447	100.0	37.9	32.3	17.8	11.9	29.7	15.5
Gender								
Male	236	100.0	38.1	33.6	14.3	13.9	28.3	15.5
Female	211	100.0	37.3	31.3	21.4	10.0	31.3	15.5
Racial/Ethnic Group								
White	312	100.0	28.8	34.4	21.1	15.7	36.8	15.5
African-American	130	100.0	60.3	27.3	9.9	2.5	12.4	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	382	100.0	32.2	34.1	19.9	13.9	33.8	15.5
Disabled	65	100.0	73.3	21.7	5.0	N/A	5.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	447	100.0	37.6	32.6	17.7	12.1	29.8	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	446	100.0	37.4	32.7	17.8	12.1	29.9	15.5
Socio-Economic Status								
Subsidized meals	220	100.0	52.8	31.3	12.3	3.6	15.9	15.5
Full-pay meals	226	100.0	24.6	33.8	22.4	19.3	41.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	135	N/A	37.3	32.8	23.9	6.0	29.9
	Grade 7	150	N/A	29.3	49.7	19.0	2.0	21.1
	Grade 8	142	N/A	29.1	43.3	23.4	4.3	27.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	172	99.4	44.5	37.8	12.8	4.9	17.7
	Grade 7	127	98.4	26.3	51.7	22.0	N/A	22.0
	Grade 8	148	99.3	41.5	44.4	13.4	0.7	14.1

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	135	N/A	41.8	34.3	17.2	6.7	23.9
	Grade 7	150	N/A	45.3	24.3	13.5	16.9	30.4
	Grade 8	142	N/A	36.9	39.7	14.9	8.5	23.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	172	100.0	35.2	29.1	20.6	15.2	35.8
	Grade 7	127	100.0	41.7	31.7	15.8	10.8	26.7
	Grade 8	148	100.0	38.0	36.6	16.2	9.2	25.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 462)				
Students enrolled in high school credit courses (grades 7 & 8)	36.0%	Up from 14.8%	15.6%	14.4%
Retention rate	N/A	N/A	2.3%	2.3%
Attendance rate	95.4%	Down from 95.7%	95.4%	95.2%
Eligible for gifted and talented	16.2%	Down from 21.1%	17.1%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.0%	Up from 12.8%	14.5%	14.1%
Older than usual for grade	1.3%	No change	4.4%	4.9%
Suspended or expelled	7.8%	Down from 14.0%	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	57.1%	Up from 50.0%	47.4%	47.1%
Continuing contract teachers	71.4%	Down from 83.3%	85.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.4%	Down from 86.6%	86.1%	84.3%
Teacher attendance rate	93.5%	Down from 95.8%	95.3%	95.0%
Average teacher salary	\$40,418	Up 3.4%	\$40,098	\$39,924
Prof. development days/teacher	8.2 days	Down from 12.3 days	10.3 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio	12.2 to 1	Down from 21.1 to 1	21.5 to 1	21.0 to 1
Prime instructional time	87.3%	Down from 90.1%	89.2%	88.9%
Dollars spent per pupil*	\$5,515	Up 4.5%	\$5,699	\$5,854
Percent spent on teacher salaries*	65.6%	Up from 64.9%	62.3%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.8%	Up from 98.0%	94.6%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-2004 has been a challenging year for Andrew Jackson Middle School. Facing a budget crisis unlike anything we have seen in recent memory created an atmosphere of uncertainty that was unyielding and quite daunting. However, we found that people make a school. It has been such a rewarding year for us with respect to collaboration and teamwork. That teamwork extends to parents and into the community. Throughout the year we have had a wonderful experience with support from parents and the community. Every challenge was met with a resolve that encouraged teachers, parents, and the community to continue to look to each other as viable resources. We, as a faculty, recognized early on that our resources would be stretched more than we had hoped. And the overwhelming response from everyone was a clear "we can do this" attitude. We continue to look at arts-inclusive planning and teaching. Our efforts to establish a Fine Arts Focus School are beginning to pay dividends for both the faculty and the student body.

We had the highest number of Junior Scholars ever. That accomplishment is a reflection of the efforts of the staff and the determination of the students. Our teachers have committed to strive for excellence in themselves. They openly accepted a staff development challenge to delve into an ongoing study of "Best Practices" and current ideology regarding middle level education. Upon the request of our faculty, we will extend this staff development into the new school year.

Students were given the opportunity to gain an early advantage toward high school graduation by taking introductory keyboarding in the eighth grade. This will enable students to have greater opportunities in business and computer courses at the high school level. The cooperation with the high school staff in this and other areas has proven to be a benefit to both schools. Additionally, encore classes had greater time allotment and were scheduled as of equal value in comparison to the "core" classes. With teacher and budget constraints, this practice will be increasingly more difficult.

Our staff will change somewhat in the fall of 2003. Our assistant principal has retired and will leave a void that will be hard to fill. The same is true for our guidance department. These two vital areas of student, teacher, and community support will present a transitional challenge. However, our staff has always responded well to the call for teamwork, staying focused, and moving forward.

As we look toward 2003-2004, I am encouraged by the commitment of our staff and the increasing parental involvement in our school. The PTO and School Improvement Council continue to work closely with each area of our school community. These two bodies will become increasingly more important to us as we seek to grow our programs and extend our hands to the community for partnerships for children.

Theodore F. (Butch) Dutton, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.